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[Canadian National Photo]

Montreal after dark glitters with light.

A Message from the President

At Winnipeg in the summer of 1964 July 1966 seemed to be so far away. Now it is almost here, and those of us who live in or around Montreal are looking forward to meeting many friends from other parts of the country. Our convention committee has worked hard to provide food for thought as well as fun for all.

As we gather at convention this year let each of us have a clear picture of C.H.E.A.'s objectives. Let's determine to do all we can to make them more meaningful in our work within the Association, in our communities, and in Canada.

Sincerely,

Norah M. Holcomb.

Home Economists and the Hausfrau

by HELEN C. ABELL

Dr. Abell is currently Professor of Sociology in the Department of Extension Education, Ontario Agricultural College, University of Guelph. She holds degrees in Home Economics, B.H.Sc. (spec.) University of Toronto 1941 and M.S. Cornell 1948, and Rural Sociology Ph.D. Cornell 1951.

Introduction

It is seldom that an individual or an organization encourages and offers tangible assistance to the educator or research worker who seeks to study the changing status of home and family life—particularly when the families live in West Germany and the 'seeker' is a Canadian!

Due to the leadership of Dr. Margaret S. McCready, Dean of Macdonald Institute, University of Guelph, the H. H. Harshman Foundation offers financial assistance to certain students and graduates of this institution in its faith that the betterment of family life is the basic goal of home economics programs in all nations.

The following observations are based on a more complete report to the H. H. Harshman Foundation following an assisted study tour of home economics educational and research institutions and of family farms in August of 1964 in the southern region of West Germany.

This short study tour was undertaken at the invitation of Miss Regina Frankenhof and of Countess Leutrem, leaders of the Country Women's Organization of West Germany. Both of these dedicated women had visited Canada several years ago and have the kindest recollections of their contacts with Canadian home economists and of their friendly reception in the homes of Canadian rural women.

Observations

1. *Institute for Home Economics Research*

West Germany has an Institute for Home Economics Research, the Bundesforschungsanstalt für Hauswirtschaft located on the outskirts of Stuttgart. Its director, Dr. Stubler, has traveled in North America and has met many Canadian and American

home economists. Fortunately she has a perfect command of English which enabled us to have a whole afternoon of discussions.

This Institute has a staff of 35 persons both females and males, and much of their work is of a home management research nature. However, chemists are also active in food analysis work and research on freezing of foods is going on.

Although Dr. Stubler has a male staff member trained in economics, his work to date has not involved any empirical studies of families. She told me that they were in the process of making arrangements to initiate this type of activity in the near future.

The results of the extensive research in home management carried on by this Institute are made available to the public through printed bulletins. Mass media (radio, television, farm press) are evidently not utilized for this purpose.

However, located in the heart of the city of Stuttgart in a permanent location is an excellent small exhibition (Musterdienst) in which fully equipped kitchens and laundries are set up. The public visits this exhibition to see the displays, study blueprints and directions, listen to lectures and observe demonstrations.

In addition, it is the practice for many families intending to build a home or to alter their present home, to come to this exhibition for individual staff consultation. During my visit to this exhibition, a young family (husband, wife and two children) sat poring over kitchen layout plans and discussing their particular problems with a staff member of the Institute.

The floors of this exhibition are of particular interest. Every conceivable type of flooring and floor finish is used. Each area is well labeled so the public can see the results of wear, over time.

In addition, a large volume of well-illustrated literature is distributed to persons visiting this center.

This exhibition is used by urban and rural women. The large organization of country women (*Geschäftsführenin des Deutschen Landfrauenverbandes*), regularly brings hundreds of bus loads of women into the city to see this exhibition and to listen to lectures.

2. *The Home Economics Training of Rural Girls*

The home economics training of rural girls seems to have changed little over the years, despite the existence of hundreds of schools devoted to this purpose. These schools are of three main types:

(a) One type I visited is exemplified by the *Staatliche Landfrauenschule* at Sigmaringen which was built only about seven years ago. It is beautifully situated on a hill looking across a valley to an ancient castle. The school is modern in design and equipment; yet it has not yet operated at more than half its intended capacity of 48 students. This school is residential and courses run for two years. Before coming the girls must have completed high school and have spent two years in an approved farm home as "learners" under a farm homemaker.

Yet during their two years of training at schools such as this one I visited at Sigmaringen, the girls staff the school. They do all the cooking, cleaning, laundering, etc., for themselves as well as operate a poultry yard, a piggery and a very large "family-sized" vegetable garden.

There seems to be little or no attempt at training these girls for anything but the traditional farm wife's role despite the changing society into which they will soon enter.

After completing the two years on a farm, then the two years at this type of school, the students must spend another two years at a school of pedagogy. After this, they are allowed to teach home economics.

Only about six of the 24 girls at this school intend to continue to the school of pedagogy. Thus, it is easily seen why relatively few girls (1) enter this lengthy and repetitious training, and (2) train as teachers for perpetuating the system.

(b) A second type of school, of which there are approximately 470 in West Germany, was visited in the city of Freiburg. These are agricultural schools for rural boys with companion schools for rural girls. Courses run for five winter months. Boys come for two years, girls for one. This school would correspond to the "diploma" type of course offered for males at O.A.C. and formerly offered for girls at Macdonald Institute, University of Guelph in Ontario.

Here again the girls spend most of their time at the practical work of cooking, cleaning and doing the laundry for themselves as part of their training.

Hardly any of the young people attending these schools have been to high school. I met two female and one male staff member of the school in Freiburg. They discussed their program, showed me their classrooms, laboratories, etc., and explained that about 50 girls and 50 boys had enrolled during the past school year. This number was up slightly from previous years largely due to encouragement of rural youth by the public school teachers in the rural areas.

In later conversations with Prof. Kotter, a German rural sociologist, I learned that there is a realization on the part of a few government and professional personnel that this type of educational effort needs to be drastically changed to meet the present and future needs of the country. Yet, the problem lies with getting the present staff to recognize these needs and to accept the fact that they, themselves, need to broaden their own knowledge and professional competence.

(c) A third type of school (the *Bauernschule*) is supported by the large Farmers' Union of West Germany. This is devoted chiefly to adult education with emphasis on co-operatives playing a large part in their course of study. In addition, literature, drama, crafts, and leisure time activities form part of the course offerings.

There is one of these schools in Stuttgart which I visited.

I learned that each year groups of rural women, chiefly those who are older and overtired, come to such schools for a 7 to 10-day "Country Women's Holiday." I was

(Please turn to page 55)

Clothing and Its Implications on the Developmental Tasks

by ANNE KERNALEGUEN, Assistant Professor,
College of Home Economics, University of Saskatchewan, Saskatoon.

In 1949, Hartman made the statement that "clothing behavior is a neglected part of educational and social psychology." He further stated that the value of any article of attire is in direct proportion to its contribution to the extension, differentiation or enrichment of the self and that the self with clothing must become a better self than it is without. Since he considered clothing a personal problem and a social issue, he challenged home economists to give serious thought to the development of interdisciplinary study and research in the field of clothing.¹

Although the relationship between clothing and the development of the self was investigated as early as 1898 by Stanley Hall, studies and research had a slow start. Anspach made a study of research carried out from 1925 to 1958 in the area of clothing and textiles. She stated that clothing research began in a significant way in 1925.² In a similar study, Lee found a definite trend toward the sociological, psychological and economical aspects of clothing and concluded that everyone in the field of home economics is aware of the growing interest manifested in the social science aspects of clothing and textiles, along with concern for the physical and manipulative aspects. She further stated that there is no end for the knowledge of men, their social, psychological and spiritual nature and needs.³

Good buymanship of clothing is an important aspect of home economics teaching. However, until more research is done to determine what needs and wants of the individual are satisfied by clothing at the various stages of life, it is difficult to determine what is a good buy in clothing. The important point to bear in mind is that clothing should never hinder the individual from total development and self actualization but rather it should help him cope with the various developmental tasks as they arise throughout life. These tasks may be physical, psychological or social in nature.

In the same way as clothing should help the young child develop motor skills, so should it help the adolescent gain independence from the family group and acceptance by peers. Throughout the working years, clothing should help the individual meet the responsibilities and obligations of this age period and finally, properly designed and selected garments will help the senior citizen achieve a healthy and comfortable adjustment to old age.

Havighurst refers to the tasks which an individual has to learn throughout life as developmental tasks. He defines it thus: "a developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which adds to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society and difficulty with later tasks." Developmental tasks arise from physical maturation, pressures of the cultural processes and from the desires, aspirations and values of the emerging personality as they arise from a combination of these factors.⁴

The list and descriptions of tasks to be learned varies from culture to culture and also from the values of the person who states them. These tasks have to be learned when the body is ready, society requires it and the self is prepared to achieve it. A delay in learning a task will simply make life harder as the individual progresses. In general good achievement on one task tends to go with good achievement in others and good achievement at one age leads to good achievement at a later age.

Infancy and Early Childhood:

The tasks of this age period are biological in nature in that they are based on the successive maturation of zones and organs of the body. They are social in that success or failure of any combinations of the two depends largely on the social environment. The self is being formed with these early developmental tasks.

Binder and Ryan state that the idea that children should wear clothes suited to their years and loose enough to permit free movement is something new in world history and that pictures before 1780 show children dressed the same as adults, wearing wigs, corsets, bustles, and much cosmetics. Children of those days were dressed as miniature adults and were expected to behave as adults.^{5,6}

According to Read, the saying "clothes make the man" is never so applicable through life as it is during this age period. Clothes for the child should make his growing up easier in providing a comfortable world for him. A child's clothing can become a symbol of security, an extension of the self, a way of identifying with someone and a means to real satisfaction.⁷

Suitable clothing offers an important avenue by which the child can begin to achieve independence. In dressing, a child should be given a chance to succeed by himself in order to gain a sense of being able to cope with the demands of the environment. Not given an opportunity, the child will tend to seek control in destructive ways or give up any further attempts to try. Read suggests such differences in clothing which help a child as shoe laces with points so that the child can get them through the holes, socks without tight tops, pants with elastic bands rather than buttons, dresses with raglan sleeves, necks that open easily, zippers wherever possible, large buttons rather than small ones, strong buttonholes or loop type fastenings. These are minor differences in the clothes themselves but differences which make a vast difference in the development of security and independence.

Since children usually like clothes at this stage, it is the right stage to introduce items of clothing which match, such as dress and socks which match. Similarly, children like bright colors and this should be taken into account in selecting children's clothes. Within reasonable limits, a child should be given an opportunity to help select clothing for himself so that it becomes a learning experience and a way of expressing himself.

An adult can stress cleanliness too much with regards to the child keeping his clothes clean. Clothes should be worn to keep

warm, not clean. The child going to school and very concerned about not soiling his clothes will be hampered in his activities there and will harbor resentment which may come out later in damaging ways. A child who is not free to play with other children or use paints without being afraid of getting his clothes dirty will be hindered in developing satisfactory relations with others and in developing his creative abilities.⁷

Children like to identify with adults in dress. They often find satisfaction in having a similar item of clothing as one of the parents or as their kindergarten teacher. It would seem that the appearance of adults to children at this age is crucial in the development of clothing standards. The child's growing need to belong to others is tied up with the need to have clothes like theirs. The mother should observe what other children are wearing so that her child is dressed more or less the same as the others. The children who become 'status symbols' for the parents by the expensive and different clothes they wear will fail to develop properly in that they are not accepted by their peers. The child's need to be like others, to feel that he belongs, to know the strength that alliance with others brings — these are more important values at this age than having the strength to be different about clothing.⁷

At this age, very often the child with older brothers or sisters will be wearing 'hand me downs'. No particular study has been done on the effect of these on the child, however, a tentative hypothesis would be that the child will accept or reject this item of clothing depending on the amount of identification he develops with the former wearer.

Clothing for this age group should also include safety features. The child should be able to see and be readily seen for his own protection at play, at school, at home and on the street. Ease of care is another consideration and comfort so that the child can move around freely.

Middle Childhood: (six to twelve years of age)

This age period is characterized by three outward pushes — thrust of the child out of the home and into the peer group, thrust into the world of games requiring neuro-

muscular skills and the mental thrust into the world of adult concepts, logic, symbolism and communication.⁴ Since this is an age of social hunger, the fact that clothing worn by the child be similar to that worn by his peers becomes more and more important. Since the individual is usually a bundle of energy, consideration should also be given to comfortable clothing, easily cared for and suitable for strenuous physical activity.

Since the child is developing physically, clothes can help in the development of wholesome attitudes towards his body. The young girl who is given advice on the selection of a proper brassiere when the need arises will tend to develop a healthy attitude towards her body and accept her feminineness and role as a woman. Through the wise selection of clothing at this time of life, the child can learn standards of dress and taste in the choice of it.

Independence may be further gained by allowing the child to choose his own clothes. In many schools, uniforms are worn during this age period. It has the advantage of avoiding any differences among peer members. However, if the child who is not wearing a uniform develops independence through clothing, then, it would seem that the individual wearing a prescribed type of dress will have to find another avenue to develop independence. Similarly, will the child in uniform be ready to make wise choices in selection of clothing later on? Pros and cons to the uniform exist and the fact that it does alleviate the financial burden of clothes for the family may be reason enough for its being.

Adolescence: (twelve to eighteen years of age)

The adolescent is trying to gain independence, security and individualism. The adolescent years are years of confusion and great adjustment. Since clothing is most vital to the adolescent, it can become a means to an end in helping him solve his problems.

In recent years, a great deal of emphasis has been focused on the adolescent, both from commercial concerns and from educators. It is the age group most susceptible to fads and fashion, to quantity of clothes and to conformity to peers at the expense some-

times of congenial family relations. Ryan studied the factors which led a girl to have greater confidence in her clothing. Choosing her own clothes was first followed by a large number of garments in her wardrobe, then a high interest in clothing and finally an urban background. Those girls who were allowed to choose their own clothes earlier in life had a greater interest in clothing. The interest of the family and especially the mother, in clothing, is also an important factor in increasing a girl's interest. Those girls who feel best dressed are those who tend to be conscious of their clothing more of the time; while those who feel poorly dressed are the ones who feel embarrassed about their clothing. If the girl feels well dressed she thinks that she is apt to be more talkative, peppier, can enter more into the activities at hand and feel part of the group.⁵

Pearson attempted to determine the relationship of adolescent girls' clothing preferences to their personality and to socio-economic status, and intelligence. Results indicated that personality had a reciprocal relationship with color and line choice in dress. Relationship was found between the influence of clothing selection and age, socio-economic status, intelligence and previous home economics training. She recommended that knowledge and guidance be given to aid in more becoming color and line selection of clothing with the greater emphasis on color selection.⁶

Evans studied adolescents to discover the motivations underlying clothing selection and wearing. In almost 50 per cent of the cases, desire to wear clothing which would win recognition from others was the most intense desire determining clothing behavior. When the clothing purchasing behavior was considered, 58 per cent of them revealed that the desire to be independent was most intense. Even though adolescents wore garments which would either be approved by or gain recognition from others, they gained satisfaction from choosing on their own. Thus the primary motive for wearing clothing involved dependence upon others, while the primary motives for purchasing involved independence.¹⁰

In the process of growing up, the adolescent is trying to gain independence while at the same time, he is extremely dependent

upon his peer group. Understanding of the adolescent and ways in which he can be helped will restrict the criticism which is often extended to him in regards to his clothing behavior. Clothing should become a means to an end in that it should help the adolescent through the transition years from childhood to adulthood.

Early Adulthood: (eighteen to thirty years of age)

and

Middle Age: (thirty to fifty-five years of age)

The developmental tasks of early adulthood are the goals toward which all the earlier education has been aiming. Adulthood is the fullest of teachable moments and the emptiest of efforts to teach.⁴ Very little research has been done on the implications of clothing within these years, consequently very little is known on the social psychological aspects of clothing within this age group. A few points seem to remain apparent. One is that there are increased demands on the family income throughout this age period caused by the burden of setting up a home and raising a family. A second is that the importance of appearance and grooming in adulthood is great since young children are around to observe adults and develop standards of dress for themselves. In addition, keeping an interest in appearance throughout adulthood should help the individual in adjustments later on in life but with so many women of this age group working outside the home, it might provide the necessary incentive to keep up this interest. Since this age group is very often a very busy one and the money for clothing is oftentimes limited, it would appear that the selection of suitable clothing is that much more important. Easy care garments will make the handling of children more enjoyable and also cut down extra work. Since many demands are made on the young adult and the middle aged person, the aspect of comfort would also seem to be very important.

The middle aged person has reached his peak of efficiency in society, yet society makes strong demands upon him. The developmental tasks arise from within the organism, environmental pressures and demands or obligations made upon the indi-

vidual by his own values and aspirations. The middle age person is usually part of a three generation family and besides coping with the problems of their age group, they have to cope with adolescents and often parents who are no longer physically able to lead active lives. At the same time, they have to adjust to the problems of aging: gradual decrease in vision, hearing, drying of the skin, deposition of adipose tissue, etc.

The women in this age group have social obligations where clothing is essential, yet have their home obligations which are still most crucial. The demands for clothing are greater than during the years immediately following marriage. They also have to adjust to the fact that sizes will have to be different and to the problem of being unable to find correct fit in ready to wear. In general, toward the close of middle age, women prefer the less extreme clothing insofar as line, style and color are concerned. Certain studies reveal that around forty-five, there is a general liking for brighter colors. This may be related to the physiological changes occurring about this time.

Later Maturity: (fifty-five years of age and over)

In the last few years, several studies have been done on the clothing problems of the aged person. With added weight, thickened waist, heavy upper arms, sagging bust, rounding shoulders and dowager's hump, clothing becomes much more of a problem. There is also the tendency to feel cold and consequently, the aged person usually wears more clothes at one time than at any other time of life. With decreased strength and reduced incomes, shopping becomes progressively more difficult.

Warden suggested certain style features for this age group, these suggestions being the findings of a study with women over 65 years of age.¹¹ A front opening to the waistline with an underarm placket was a preferred feature. The younger women favored shirtwaist dresses. All liked V-necklines, a collar, a gored skirt, set-in three quarter length sleeves; some liked the dress and jacket ensemble. Expressions concerning becomingness, comfort and ease of donning made up most of the reasons for preferences of color and garment design in clothing worn while doing housework.

Edaburn's study of the house dress revealed that nearly twice as many of the women preferred an attractive style to one which was less attractive but easier to launder.¹² Warden's study revealed that the women in her sample were satisfied with the money they had to spend on clothes, however, Ebeling's research proved that most women in her sample wished they had more money to spend.¹³ With more and more emphasis placed on youth in our society, it would appear that the senior citizen will find it progressively more difficult to shop for clothing; however, with an increasing number of people reaching this age group, it also seems possible that more clothing will be designed for them and the problem of finding suitable clothing may rest more with the young adult and the middle aged person.

Aside from the regular developmental tasks at the various stages of life, many individuals have added ones brought about by physical disability, such as accidents or crippling diseases. In such cases, clothing should again be selected and designed so that the person can develop as much independence as possible and clothing should help the handicapped person accept himself wholeheartedly as he has become. Choosing clothing to suit the former self image would not answer the present needs

to develop a new self concept. Clothing is designed to cope with physical disfigurement, thus making for comfort and enabling the handicapped to perform tasks which he can learn to master. Of great importance is this feeling of self acceptance and the feeling of independence in appropriate tasks. Clothing for any individual should provide self confidence and fulfillment.

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Leadership Award to Mrs. Harvey White

The Bank of Montreal inaugurated Canada Centennial Farm Leadership Awards—a program which will provide unique opportunities to 50 outstanding rural persons across Canada to undertake travel-and-study projects. This farm leadership awards plan is designed by the bank as a salute to the Canadian farmer for the great contribution he has made to the development of the nation as it reaches its Centennial. It is also designed to commemorate the 150th Anniversary of the Bank of Montreal in 1967.

Mrs. Harvey White, president of New Brunswick Home Economics Association is one of two New Brunswick winners of the \$2,000 Bank of Montreal Farm Leadership Awards. Mrs. White will use her award for travel-and-study of 4-H in foreign countries in Europe and plans to extend her survey

over a 2-year period. Along with the other recipients, she will on her return, have the responsibility of informing groups of her experiences gained abroad.

Mrs. White attended Harkins High School, Newcastle, and Mount Allison University, Sackville, N.B. She is presently teaching home economics in St. Michael's and Harrison Memorial Elementary School, Chatham, N.B. Mr. and Mrs. White, son Roger, and daughter Marietta live on the White farm in Chatham.

Prior to her marriage Mrs. White was employed with the provincial department of agriculture and was provincial leader of 4-H clubs for over 3 years. She is an active community member, as well as in St. Mary's Anglican Church. Her application was sponsored by the Miramichi Federation of Agriculture.

Les corps gras végétaux

MONSIEUR MARIUS LEPAGE*

*Institut de recherches sur les aliments
Ferme expérimentale centrale, Ottawa*

Les corps gras occupent une place importante dans la chimie des plantes. Leur concentration varie d'une espèce à l'autre: alors qu'elle est de 40 à 50% dans certaines graines oléagineuses telle l'arachide, elle n'est que de 1 à 3% dans les fruits et les légumes. Leur composition varie également. Les huiles de graines oléagineuses sont constituées principalement de triglycérides, tandis que les corps gras des légumes comprennent plusieurs autres constituants tels les phospholipides, les glycolipides, les stérols, les tocophérols et les pigments. Comme ces derniers sont présents en très minimes quantités, il faut des techniques d'analyse très sensibles et très précises pour les estimer et déterminer leur rôle.

Méthodes analytiques

L'étude d'un corps gras comporte plusieurs opérations, allant de l'extraction jusqu'à la détermination des propriétés physico-chimiques. Dans le présent travail nous décrirons quelques techniques d'extraction et de fractionnement utilisées dans nos laboratoires.

Extraction

Au moyen de solvants organiques: un traitement à l'éther éthylique ou à l'hexane extrait la grande partie des lipides libres. Mais le plus souvent il nous faut recourir à des solvants plus polaires tels l'acétone, le méthanol ou l'éthanol pour entraîner les phospholipides et les glycolipides. Le chloroforme-méthanol (2:1) est un des mélanges les plus employés.

Les tissus végétaux sont d'abord broyés dans un "Waring blender" en présence de la solution chloroformique, environ 20 cm³/g tissu. Les lipides sont ensuite soumis à une extraction, répétée jusqu'à ce que la totalité des lipides soit entraînée. Les divers extraits sont réunis, évaporés et

séchés sous vide. Le résidu lipidique est ensuite purifié sur une colonne de Sephadex pour enlever les substances étrangères avant d'être soumis à une série de fractionnements par chromatographie sur colonne, en couche mince et en phase gazeuse.

Chromatographie sur colonne

Réalisée sur colonne de verre de 0.9 cm de diamètre, remplie jusqu'à une hauteur et 17 cm avec de l'acide silicique activé et spécialement préparé pour la chromatographie. Après remplissage, la colonne est soigneusement lavée au chloroforme, au méthanol et à l'hexane. Elle est chargée de 100 mg de lipide environ, après quoi on commence l'élution des triglycérides et des stérols avec du chloroforme. En continuant l'élution avec un mélange de chloroforme et de méthanol, on obtient les phospholipides et les autres lipides polaires. Ces deux fractions sont ensuite concentrées et rechromatographiées avec d'autres solvants. En variant graduellement la quantité d'éther éthylique dans de l'hexane, on obtient assez facilement le fractionnement des hydrocarbures, des esters de stérols, des triglycérides, des stérols libres, des diglycérides et des monoglycérides suivant cette séquence. Par contre le fractionnement des phospholipides est beaucoup plus difficile. Ce n'est qu'après plusieurs reprises avec un mélange de méthanol et de chloroforme qu'on obtient une bonne résolution des phospholipides. Une fois la chromatographie terminée, ceux-ci peuvent être utilisés pour la détermination de leurs propriétés physico-chimiques.¹

Chromatographie en couche mince

Technique très récente et très rapide, réalisée sur plaques de verre de 20 x 20 cm, recouvertes d'une couche de gel de silice, 0.25 mm d'épaisseur. Pour la séparation des triglycérides, des stérols et des esters de stérol, on utilise le système suivant de solvants: n Hexane-éther éthylique-acide acétique (90:10:1); le système n Hexane-éther éthylique-éther isopropylique-acétone-acide acétique (85:1:12:4:1) est aussi employé. Pour la séparation des

*Monsieur Marius Lepage, B.A., B.Sc.A. (Laval), M.Sc., Ph.D. (Penn State), est actuellement à l'Institut des recherches sur les aliments au ministère de l'Agriculture du Canada. Il est en charge d'un laboratoire de lipochimie où il effectue des recherches sur la composition des matières grasses dans certaines plantes en vue de déterminer le rôle qu'elles peuvent jouer sur la qualité des aliments.

QUELQUES DEFINITIONS

Les termes "corps gras," "matières grasses" et "lipides" sont généralement utilisés pour désigner toutes les substances grasses d'origine végétale ou animale. Ces termes incluent les graisses et les huiles, les phospholipides et les glycolipides, les cires et les stérols et les pigments. Les graisses et les huiles sont généralement des substances grasses emmagasinées comme source d'énergie, tandis que les autres corps gras jouent un rôle dans la structure des cellules, des vaisseaux, des membranes et autres organes végétaux. Les premières sont souvent appelées "lipides libres" et les autres "lipides liés."

Graisses et huiles

Les graisses et les huiles sont, ou des triglycérides mixtes, constitués d'une molécule de glycérol et de trois d'acide gras ou, des monoglycérides et des diglycérides, constitués d'une molécule de glycérol et d'une et de deux molécules d'acides gras respectivement.

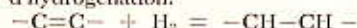
Phospholipides et glycolipides

Les phospholipides et les glycolipides sont constitués de glycérol, d'acides gras (deux généralement) et d'une base aminée, azotée, phosphatée ou glucosidique. Les principaux phospholipides que l'on rencontre dans les aliments sont les phosphatidylcholines, les phosphatidyléthanolamines, les phosphatidylglycérols, les phosphatidylinositols et les cardiolipides. Parmi les glycolipides, on rencontre fréquemment la mono- et le di-galactosyldiglycérine. Lorsque ces corps gras ne renferment qu'un acide gras, ils sont appelés lyso-phospholipides.

phospholipides et autres lipides polaires, on utilise le système chloroforme-méthanol-eau (65:25:4) ou le système diisobutylcétone-acide acétique-eau (8:5:1). Les constituants lipidiques sont appliqués à environ 2 cm de l'extrémité inférieure de la plaque. Celle-ci est ensuite déposée dans une jarre chromatographique, contenant environ 1 cm de solvant. On laisse le solvant monter par capillarité jusqu'à une hauteur de 15 cm. La plaque est séchée et les spots sont révélés au moyen de réactifs chimiques puissants tels le bichromate de potassium dans de l'acide sulfurique à 50% suivi de chauffage à 180° dans une étuve; la liqueur de Dragendorff pour la révélation de la choline; la ninhydrine pour l'éthanolamine; ou le molybdate pour les phospholipides. Des réactifs non destructifs tels l'iode, la

Acides gras

Les acides gras qui entrent dans la composition des phospholipides et des triglycérides peuvent être à chaîne courte, C_1 à C_{16} , ou longue, C_{11} , C_{14} , C_{18} ; saturés, 16:0, 18:0, ou insaturés, 18:1, 18:2, 18:3. Les acides gras insaturés contiennent une, deux, ou trois liaisons doubles $-C=C-$. Le beurre, par exemple, contient plus d'acides gras saturés et à chaîne courte que les huiles végétales et diffère par son goût et ses propriétés de cuisson. Les huiles végétales sont très insaturées, et c'est pour cette raison qu'elles sont liquides et que leur réactivité chimique est beaucoup plus grande, les rendant très sensibles à la rancidité. Pour prévenir la rancidité d'une huile, il suffit d'abaisser son indice d'insaturation. Le procédé chimique le plus connu est le procédé d'hydrogénation.



Sterols

Les stérols caractéristiques des végétaux sont le bêta-sitostérol, le stigmastérol et le campestérol. Ces stérols se rencontrent aussi sous forme d'esters d'acides gras et de glucosides (1).

Tocopherols

L'alpha-tocophérol, appelée aussi vitamine E, est présente dans tous les légumes. Elle est entraînée avec tous les solvants des corps gras. La 5,8-diméthyltolcol, la 7,8-diméthyltolcol et la 8-méthyltolcol sont aussi d'autres formes de tocophérol. Les tocophérols sont les principaux antioxygènes naturels des plantes et leur présence en petite quantité retarde la rancidité des corps gras.

dichlorofluorescéine ou la rhodamine sont aussi utilisés pour la détection de tous les lipides.

Si les lipides ne se sont pas complètement séparés dans une seule direction, il est possible d'obtenir une meilleure séparation en utilisant un système à deux directions et des solvants différents.² Cette technique consiste à appliquer le mélange de substances à l'angle inférieur droit de la plaque et à laisser entraîner les substances par un solvant. La plaque est séchée et déposée dans un autre solvant après l'avoir tournée de 90°. Les substances qui ne se sont pas séparées dans le premier solvant peuvent l'être dans le second. On a alors un chromatogramme bidirectionnel. Les spots sont révélés de la même façon que pour la chromatographie unidirectionnelle.

La figure 1 illustre un chromatogramme unidirectionnel réalisé à partir d'un mélange de lipides extraits de la pomme de terre. Les composés ont été identifiés par leur valeur-Rf et à l'aide de composés connus.

Chromatographie en phase gazeuse

La technique de chromatographie en phase gazeuse est surtout utilisée pour la séparation et l'identification des acides gras et des stérols. Les acides gras sont d'abord convertis en esters de méthyle et les stérols en dérivés de triméthylchlorosilyle avant chromatographie.

Un réactif très efficace pour la méthylation des acides gras est le trifluorure de bore dans du méthanol (Applied Science Laboratories). Il s'agit de laisser réagir 5 à 10 mg de corps gras en présence de ce réactif pendant 30 minutes à 90° dans un tube scellé. Les produits méthylés sont extraits avec de l'hexane et les esters de méthyle sont purifiés par chromatographie en couche mince avant leur utilisation.

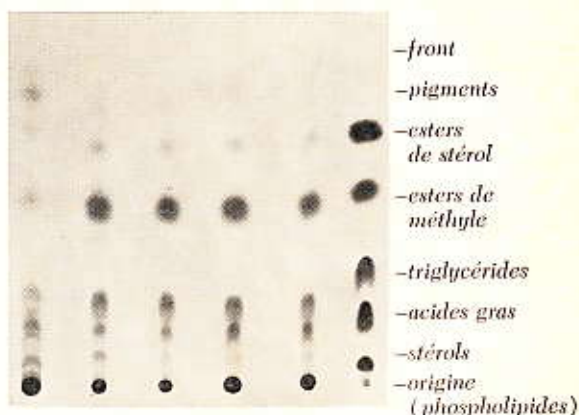
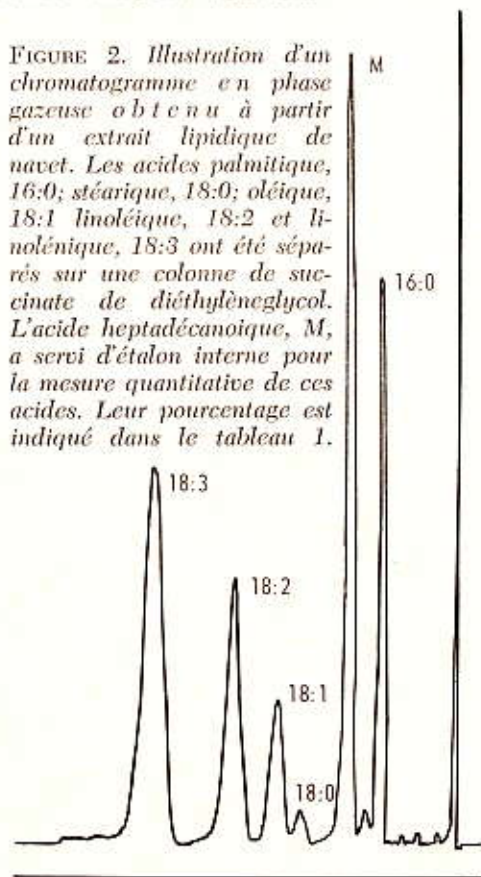


FIGURE 1. Illustration d'un chromatogramme en couche mince effectué avec un extrait lipidique de la pomme de terre. Les constituants ont été déposés à l'origine et entraînés avec le système de solvants *n* Hexane - éther éthylique - acide acétique (90:10:1). Les spots ont été révélés avec le réactif bichromate dans l'acide sulfurique.

FIGURE 2. Illustration d'un chromatogramme en phase gazeuse obtenu à partir d'un extrait lipidique de navet. Les acides palmitique, 16:0; stéarique, 18:0; oléique, 18:1 linoléique, 18:2 et linoléénique, 18:3 ont été séparés sur une colonne de succinate de diéthylène-glycol. L'acide heptadécanoïque, M, a servi d'étalon interne pour la mesure quantitative de ces acides. Leur pourcentage est indiqué dans le tableau 1.



Un chromatographe en phase gazeuse (Research Specialties Co.), muni d'une colonne de verre de 3/16 po de diamètre et de 6 pi de longueur, et d'un détecteur à ionisation de flamme peut être employé. La colonne est remplie d'un absorbant constitué de "Gas Chrom P" imprégné avec du succinate de diéthylène-glycol, et est chauffée à une température de 180°. Le débit du gas porteur est maintenu à 45 cm³/minute. L'analyse quantitative est effectuée par la mesure des surfaces des pics ou par comparaison des hauteurs des pics avec celles d'un étalon interne, comme dans la figure 2.

Les principaux acides gras que l'on rencontre dans les aliments sont les acides palmitique, oléique, linoléique et linoléénique. On rencontre aussi de l'acide érucique dans les crucifères, comme par exemple les huiles de colza.

La chromatographie en phase gazeuse est un moyen très simple d'évaluer ou de déterminer la composition d'une huile ou d'une graisse, mais elle peut aussi nous indiquer très rapidement si une graisse est détériorée ou si elle a été falsifiée de quelque façon. Chaque graisse a ses propres particularités. Elle peut être riche en acide oléique, linoléique, linoléénique, ou voire même érucique, tel que le démontre le

tableau 1. Ainsi on peut dire si une huile de colza a été falsifiée avec une autre sorte d'huile.

Tableau 1

Pourcentages d'acides gras contenus dans certains corps gras

Acides	ble	navets	pommes de terre	colza
palmitique	24.5	15.0	14.4	2.83
palmitoléique	0.8	0.7	---	---
stéarique	1.0	1.5	4.0	1.4
oléique	11.5	7.8	0.9	23.3
linoléique	56.3	13.9	43.3	13.5
linoléénique	3.7	58.6	37.4	7.9
eicosénoïque	---	---	---	12.4
érucique	---	---	---	38.5

Les acides linoléique et linolééniques sont généralement les deux plus importants acides gras. Les navets contiennent 58.6% d'acide linoléénique³ et le blé 56.3% d'acide linoléique. L'acide linoléénique est beaucoup plus insaturé que l'acide linoléique, et les graisses du navet devraient être plus susceptibles aux changements chimiques que les autres. Cependant l'expérience a démontré que les graisses du navet sont plus stables que celles des pommes de terre. On donne comme raison que les graisses du navet contiennent une plus grande quantité d'antioxygènes naturels qui préviennent l'oxydation et par conséquent leur rancidité.

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Workshop in Home Economics Curriculum Revision

The third Workshop in Home Economics Curriculum Revision was held at Teachers College in Fredericton, May 12, 13 and 14, 1966. This study was begun in November 1964 when Dr. Arleen Otto, Chairman, Home and Family Life Education, Teachers College, Columbia University, made her initial visit to New Brunswick as the Department of Education's consultant in home economics education. At this first workshop,

Dr. Otto met with the provincial supervisor of home economics, Miss Thelma Sewell, and the provincial curriculum committee, which is comprised of home economics teachers representing different regions of the province.

The revision will be gradual and is expected to be developed over a period of three years. It is based on the new trend in education where the teachers, under specialized guidance, *develop their own curriculum* through group study at the professional level, and through actual classroom and laboratory experiences in their schools. As an aid in this practical application of new ideas, a teachers' work guide was compiled in co-operation with the department's consultant. This guide is being used and evaluated by all home economics teachers in the province in their day-to-day teaching. Following scheduled meetings with the provincial home economics supervisor in each region, the teachers' evaluations and recommendations are brought to the bi-annual workshops conducted by Dr. Otto in Fredericton, for concentrated study and revision by the provincial curriculum committee.

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Who's Who in Canadian Home Economics

Gertrude Bernard Fraser
B.Sc. (Dietetics),
M.A. (Institution Management)

Mrs. W. L. Fraser brings an excellent background of education and experience to her position as Co-chairman of the Program Committee for the 1966 Convention.

Born in Drummondville, Que., Gertrude Fraser received her early education at the Convent of Sisters de la Presentation de Marie. Later she obtained a Bachelor of Science degree in Dietetics at St. Louis University, Mo., and a Master of Arts degree in Institution Management at Columbia University. She interned at the Johns Hopkins Hospital, Baltimore, Md.

Mrs. Fraser has held a number of interesting positions. From 1948 to 1950 she was chief dietitian of the Hospital Notre Dame, Montreal. She has been staff member of Industrial Food Services, Ltd.; kitchen planning specialist for Prowse Ltd., Montreal; and she founded her own consulting firm in 1962.

Mrs. Fraser finds time also in her busy life to write articles, mostly in French, for various magazines, and to have membership in the Montreal Home Economics and the American Dietetic Associations. She is a past-president of the Quebec Dietetic Association, and past director and past convention chairman of the Canadian Dietetic Association.

Although Mrs. Fraser joined the Canadian Home Economics Association only two years ago, she realizes the benefits that can accrue from membership if one takes an active part in the work. She says that, "Recent active participation in a facet of C.H.E.A. affairs has opened a whole world to me; I learned of its tremendous activities and objectives; I made new acquaintances and friends whom I respect and admire. Once more I have been convinced that any association to grow needs militant members; the rewards are not only for the C.H.E.A.

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Rev. Sister St. Gerald of the Eucharist
B.Sc. (Foods and Nutrition),
B.Ed., M.Sc. (Nutrition)

We extend our thanks to Sister St. Gerald, who, as Co-chairman of the Program Committee, has helped to plan three interesting days for the C.H.E.A. delegates who will attend the convention in July.

Much of Sister's life has been spent in her native province of Quebec. She was born in Montreal, and attended St. Willibrord Academy and High School in Verdun. Mount Saint Bernard College and St. Frances Xavier University claimed her for a few years, and from the University she received a Bachelor of Science degree in Foods and Nutrition, Summa Cum Laude, and a Bachelor degree in Education. McGill University granted her a Master of Science degree in Nutrition, and she is continuing a research program there for a Doctor's degree. Her master's thesis was a library survey on "The influence of the level of calories on the utilization of protein" and the laboratory problem she is presently working on is "The nutritional relationships in glucagon metabolism."

Sister St. Gerald has general teaching certificates from the Departments of Education in Nova Scotia and Quebec, and certification for home economics teaching in Nova Scotia.

After teaching for seven years as an elementary grade teacher in Montreal, Sister accepted a position at Marionopolis College, Montreal, where she is presently lecturer and director of the foods and nutrition and the textile and design courses.

Sister St. Gerald has had summer experience in the dietary departments of the Royal Victoria and the Children's Hospitals, Montreal, and the Quebec Camp for Diabetic Children.

In addition to Sister's work on our convention program, she is vice-president of the Montreal Home Economics Association,

(Please turn to page 54)



Mrs. John C. L. Andreassen
B.Sc (H.Ec.)

Our competent Convention Chairman, Mrs. John C. L. Andreassen, nee Ella Grant, and known to many as Allison Grant, was born in Grantville, N.S. She has had most interesting and varied experiences since attending a one room school in Grantville and the high school in New Glasgow, N.S.

Ambition took her to Mount Allison University where she received a Bachelor of Science degree in Home Economics, and later to Columbia and Cornell Universities and Macdonald College, McGill University, where she did graduate work.

Mrs. Andreassen has held different types of positions, largely in relation to foods. Teaching in a one room school in Nova Scotia gave her some experience before attending college. Later she taught home economics at Mount Allison University; supervised the mass feeding program of Canadian Car and Foundry during the Second World War; set up and supervised the food service at Douglas Hall, McGill University; as nutritionist, made a survey of nutritional conditions in the UNRRA mission countries of Europe after the war; and as nutritionist was in charge of feeding standards in the DP camps of Austria. Then followed a developmental and experimental assignment in Washington, D.C.; a position with Steinbergs, Montreal, as food consultant using the name Kathleen Keith; and eight years as a network commentator on home management problems with CBC. For the past five years she has been teaching in a Protestant high school in Montreal and is presently also Food Editor of the Family Herald.

Mrs. Andreassen, in addition to having the responsibility for the forthcoming convention, takes an active part in other organizations. She is president of the Montreal Home Economics Association; a trustee of the Teachers' Welfare Fund; and an executive member of the Protestant High School Women Teachers. She belongs also

(Please turn to page 54)



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SCHOLASTIC MAGAZINES

RICHMOND HILL, ONTARIO

Montreal, October 31 to November 4, 1965

Second Canadian Conference on Children

by MARGARET S. MCCREADY, MARJORIE HARRIS
Macdonald Institute, University of Guelph

and HELEN DEVEREAUX
Macdonald College, McGill University

Four hundred and fifty delegates, concerned with the well-being of children, attended the Second Conference on Children, held at the Mount Royal Hotel in Montreal. These delegates were well prepared for the sessions, having studied and made comments on three manuals prepared by leading authorities in the field of health, welfare and education.

Sunday evening the Taylor Statten Memorial lecture was given by her Excellency Dr. Alva Myrdal, Ministry of Foreign Affairs, Sweden. She was introduced by the Minister of National Health and Welfare, the Honorable Judy La Marsh. Dr. Myrdal, a sociologist and statesman, stated that in order to build a world of tomorrow for the young we must bridge the gap between affluent and developing countries. Dirt and malnutrition are the chief scourges of childhood and these must be overcome by changing the living patterns and making adequate food available. Education continues to be a prime factor in promoting a world food program during the next 20 years. A plea was made for help for young people who find themselves starting a family and participating in civic affairs and at the same time submitting to school discipline and economic dependence.

Dr. Reva Gerstein, president of the Canadian Conference on Children, opened the Monday session with a history of the first (1960) and second Canadian conferences on children, stressing the goal of a multi-discipline approach to the problems in health, welfare and education. Dr. Alan Ross, physician-in-chief, Montreal Children's Hospital, outlined many instances of the value of the team approach to the problems of those born into disadvantage, with the hope expressed that preventive programs would be emphasized. He cited the values of camp life for diabetic and other children, the

nursery schools, and the homemaker services, the new challenges in the handling of medicare, automation, population control, etc. He urged us to keep our goals sharply in front of us, emphasizing particularly communication between disciplines.

Dr. M. S. Rabinowitch, psychiatrist at Montreal Children's Hospital and McGill University, in his address "Roads to Maturity" questioned the reasons for the barriers in child development. Such points as the development of a sense of purpose, the creative use of leisure time, the independence of thought and the acceptance of other cultural backgrounds were raised as challenges to our vision of sound child development and family relations. Above all it was urged that we must be receptive to the ideas of the child and the adolescent.

The delegates through the plenary speakers were stimulated to take to their committee discussion group, imaginative and creative ideas for the development of the road to maturity for children. After each morning's general session, the 450 delegates of the Conference were divided into 25 discussion groups. This meant that each delegate had an opportunity to contribute valuable information to the Conclusion Committee of this Conference.

During the morning sessions, Dr. Alan Thomas, president of the Canadian Association for Adults, summarized the impressions from the group discussions. He mentioned that in our society we have barriers of discipline which require confirmation. The business of intercommunication with trust and directions, the need to question our own activities, the ability to help children achieve richer stages through which they pass, the solution to problems and our rejection to change are barriers of discipline. In an attempt to overcome these barriers, we can contribute by giving

creativity with imagination and understanding with compassion.

In summarizing, Dr. Thomas asked these questions: What can we teach our children concerning ourselves because we ourselves are living in the same transition as our children? How do we communicate with our children? How much do we have to change? Are we on the road to maturity? At this conference we are concerned as to what society does for children; we want a means of engaging ourselves with the young.

At the end of the conference Dr. McCreary presented the report of the Conclusions Committee which had reviewed about four recommendations from each of the 25 discussion groups. From these the following series of principles were considered important in helping Canadian children to achieve maturity:

1. Any problem which impedes progress to maturity cannot be solved by any one professional group alone.

2. This being true, it follows that in the training for each profession there must be included a component which involves inter-professional collaboration and experience.

— health is not solely the problem for the physician

— education is not only the terrain of professional teachers.

3. It follows also that the significant number of professionals in many communities should increase their cumulative impact on the problems of children by forming multi-disciplinary working groups.

4. It will be necessary to use much greater imagination in finding ways of creating a more effective deployment of professional personnel such as doctors in rural areas.

5. It will not be possible to prepare sufficient professionals to meet the needs of children in the future and it is probably a more desirable alternative to share some of the functions now performed by professionals among other individuals.

6. Under these circumstances, it becomes the duty of professionally trained individuals and the policy makers to analyze community needs and methods of utilizing semi-professional and non-professional individuals with appropriate preparation. Any new training program should develop

through the collaboration of universities, community colleges, technical institutes, extension departments and community agencies.

7. The volunteer should play a much greater role in the provision of services to children in the future than in the past. If we are to develop sufficient numbers of volunteers much more imaginative approaches must be made in attracting, preparing and using them. With the acceleration of automation a vast new reservoir of personnel becomes available whose expanded non-working time could well be spent in volunteer services.

8. We are very concerned with the inequality of educational opportunity among Canadian children and we are equally concerned that conditioning forces within the home and the environment limit the ability of some children to profit from normal educational opportunities.

9. We believe that any parent or guardian whose child is refused an educational opportunity by a local school board, for any reason, must have access to a neutral tribunal for review.

10. We support the stand of teacher-training colleges that the present duration of training is in most instances inadequate to provide all the skills and understandings which teachers must possess.

11. Canada's effort in basic and applied research into the social sciences has been pitifully small. It is urgent that both financial support for such studies and opportunities for preparation of research personnel be made available. In this connection we welcome the indication that the Vanier Institute on the Family will substantially support such research.

12. A positive and open-minded approach is urgently needed if we are to join with young adults to meet the challenges which they face.

A beautiful reception and buffet given by the Government of the Province of Quebec, and a dinner and entertainment by the City of Montreal at the Chalet on Mount Royal, all helped to make the Conference most enjoyable. We felt that we had had a challenging experience in working with a wide variety of Canadians concerned with the interests of children.

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The Home Economics Teacher in the 1960's*

by MARY L. MORLEY, *Inspector of Home Economics, Halifax, Nova Scotia*

Those of us in education realize that tomorrow is here and we are all set for yesterday. Just when this ferment in education began is difficult to pinpoint. Many refer to the launching of the Soviet satellite as the time when our educational revolution began. Actually, the problems that beset our educational system have been with us for years and were not generated by any one achievement. Recent events in technology, in internationalism, in communication, in urbanization, have simply dramatized a long-standing need to re-examine our educational system locally and nationally. We, in home economics, may be doing it, because in many schools home economics is being given a secondary place. Students in senior high school frequently are prevented from enrolling in home economics because science, math or other pre-requisite college courses conflict with times for home economics classes. Frequently too, home economics teachers complain that they no longer get the brighter student, the type that are always so eager to learn new ways of doing things, who ask very intelligent questions, who take pleasure in doing assignments to perfection. Teachers complain also, that teaching the less talented student is more difficult, less interesting and sometimes less rewarding. I agree that all these things can be so, but do not have to be. And I say, it is high time we evaluated the whole field of home economics education to find out why we are not making the contribution we should be making. I say it is high time we looked at the whole situation coldly and with the greatest scrutiny to find out why guidance officers, principals, students and their parents do not insist that every student get at least one course in home economics every year. If home economics is as good as we say and believe it is, then the students would clamor for it. They would not take "no" for an answer. If the parents of our students believed in it like you and I do, they would insist that their children get as much home economics

as possible. "What are we doing about home economics in the sixties?" We may gain technological and scientific supremacy by emphasizing the scientific and mathematical subjects in our high schools, but if we fail to transmit to our children the ideals and values of our democratic way of living upon which our nation is built, we shall have fallen prey to the insidious dangers that accompany great technological changes.

Need to Develop Critical Thinking

In a period of history when much of what we teach can become obsolete before the students can establish homes of their own stimulating students to think critically, independently, and creatively is considered one of the most essential factors in effective teaching today. Frequently, home economics teachers have so much to give that they are eager to share it with their students. However, if a little time were taken to assist students to arrive at certain bodies of knowledge through their own efforts, we would not only be assisting them to acquire knowledge, which they are more likely to retain, but we would be helping them to develop habits which would be useful to them all during their lives. To give you a very practical example — frequently teachers find it easier to show students how to do certain clothing techniques instead of encouraging students to follow the guide sheet accompanying a commercial pattern. But is this good for the student? She will not have the teacher to guide her to learn new and different techniques when she leaves school. Perhaps more important than ever before in history, the good teacher will strive to motivate students to delve into books, to seek out information for themselves, to experiment, to question, and to come up with conclusions that satisfy an inquiring, inquisitive mind. The good teacher will encourage students to be creative. Being creative does not mean forgetting norms and standards of good taste and designs. Rather, it means trying out and combining knowledge in new ways. It is in the development of creativity that we as home economics teachers may best assist students

*Paper presented to the Home Economics Section, Manitoba Educational Association, Winnipeg, Manitoba, April 12, 1966.

to arrive at individual excellence. Take the simple task of making a gingerbread dessert from an inexpensive mix. I recall having seen one of my teachers turn a ten cent gingerbread mix into a delectable dessert by adding a 'hint' of other spices, some left-over fruit, baking it in a fluted pan and topping it with a cottage cheese frosting, over which she generously sprinkled finely grated orange rind. The latter complemented the flavors already in the gingerbread, while adding eye appeal to the loaf with the cottage cheese topping. I might add the cottage cheese was also used to increase the protein, another objective she had in mind.

I do not need to tell any home economics teacher how good that gingerbread looked and tasted; but the thing you may not have guessed was the feeling of achievement and success that the particular student derived from the simple bit of creativity on her part.

Experiment in Creative Cookery Course

For a long time, I have had a conviction that any dish that could be made by following a recipe should not take class time, once the pupils knew how to read. I also felt that many of our food lessons needed a shot in the arm. What kind of injection, I was not sure. There were several lessons on meat extenders which needed to be changed and I felt, to the students, they were simply lessons in left-overs, and in today's economy there are few left-overs. I knew, too, that the Chinese, the Japanese, the French, the Italians and so many of our races have cultivated the art of using a small amount of meat or fish and extending it with legumes, and other vegetables and with the correct use of herbs and spices, they achieve something similar to a chef's piece de resistance. I also knew that many of these dishes were frequently served in the same large decorative pots in which they were cooked, similar to our casserole cooking. I also had an idea that these people placed great emphasis on the beauty of flower arrangements, and table centerpieces, whether they consisted of a single flower artistically arranged with some foliage, or fruit or vegetables in a bowl or arranged on a wooden plank. I also had an idea that to many of these people meal time is a ritual and a way

of strengthening the family unit. All these things I wanted my teachers to learn, but it was with some apprehension that I sought permission to offer a course in Creative Cookery at our Nova Scotia teachers summer school. I was somewhat afraid that someone would say when the course was advertised, "Here is a frill course for the home economics teachers." It proved to be anything but a frill course and I was very well satisfied. The course was one that placed great demands on the teachers. They spent hours and hours in the libraries delving into the cultures of the various peoples whose national dishes they learned to make. Many times during the course, the students wanted to give up, and very frequently their complaint was "If the teachers would only demonstrate each lesson for us, it would be so much easier." But the teachers gave only the initial demonstration which was of a very high standard, and four students were required each day to give a similar demonstration preparing an entire meal from a different culture. Every dish not only had to taste good and be economical but it, as well as all appointments used had to be authentic. Each student was also required to give a demonstration of a typical meal from a particular culture with which she was familiar. And here we had a good insight into special dishes and entire meals from the French Canadian, the French Acadian, the Newfoundland, the Nova Scotia Dutch, German, Scotch and Irish cultures. It was difficult to imagine how any family member could be absent from a meal that looked so good, tasted so good, and was so economical. I have seen even more wonderful things take place in the communities when these teachers returned to teaching. Hand carved butter molds and other utensils have been recovered from attics and given a prominent place in the decorative scheme of home economics departments, which have helped to give students a pride in their heritage, something which a plastic container never could do. Another result of this course that I have felt gratified to see, was the number of beautiful books that the teachers who took the creative cookery course have added to their own personal libraries as well as to the department libraries. It can readily be seen that even though the initial delving into books for knowledge of the various cul-

tures they were studying might have been a hardship in the beginning, because they resisted doing things the hard way, it proved to be such a rich and rewarding experience that they have decided to continue the study on their own, and to interest their pupils in doing the same. During the course, the students appraised recipes with an eye to economy, calorie value, and work simplification, and they found that recipes calling for expensive foods, many ingredients, foods high in calories, and recipes calling for elaborate and time consuming preparation could with minor changes and adaptations, be made quite simple and still be presented in as appetizing a manner as the original.

Jerome Bruner, the great educator from Harvard University, whom I had the pleasure hearing recently, says that for far too long we have "relegated creativity to the use of the poet and the mystic." Teachers will frequently say, "But I am not a bit creative, you give me the ideas and I can follow them through." One can't be creative unless one tries. Creativity implies curiosity, exploration, adventurous thinking, experimentation and discovery. It does not imply that the one creating is a genius; but William James, the great American psychologist said that even genius means little more "than the faculty of perceiving in an unhabitual way." What I am trying to emphasize here is that, we as home economics teachers, are not able to say what kind of a world our students will be living in, even ten years hence, and therefore, we are unable to predict what kind of knowledge they will require. I cannot emphasize sufficiently that the cooking and sewing approach is not sufficient for the 1960's. What is needed is a bold, imaginative approach to

all areas of learning. Students should be made to realize that there are many right ways of doing things, that every phase of learning takes critical thinking, and that it is the students prerogative to try to discover better ways of doing things based upon present knowledge.

Today, on our university campuses there is great discontent among students. They are meeting in groups and demanding better teaching. High school students are not as vocal, but they too know when teaching is not good. As one high school student put it, "I do not have time to fool around." It is my opinion that students today are far more serious than students a generation ago. They know only too well they do not have time to waste on courses that do not challenge them. It is my opinion that frequently home economics taught by some teachers does not challenge some students. Furthermore, it is my opinion that it is the teacher, not the subject, that makes for a challenging course. The teacher must know how to arouse the enthusiasm and the motivation that facilitate learning. The good teacher makes sure the subject matter taught is at the level of the students. She does not waste her own precious time nor that of the students in presenting matter that can be read out of a text book or a pamphlet. Also, a good teacher in the 1960's will not use her precious time to explain what a film or other teaching aid will do as well, if not better.

Family Life Education Increasing

The problems that beset our youth are different than they were even a few years ago. A demand on the part of the students, both boys and girls, for courses in personal and family relationships, is growing year by year. I am particularly pleased when my office gets requests for such

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The Fall 1966 Vogue-Butterick School Catalog

which will be distributed to Home Economics Departments and Extension Home Economists for the opening of the Fall 1966 term.

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courses from groups of parents. Our difficulty in Nova Scotia in regard to these courses, which we simply call Family Living is not a lack of appreciation, but a supply of well trained teachers. These courses require teachers to have a good background in psychology and sociology. Teachers without this background find these courses difficult to teach, and where a person does not feel secure in teaching family life education, it is far better for her not to teach it until she is better prepared. However, there are many kinds of assistance for the family life teacher. Our Canadian films on this subject are second to none, the many government pamphlets, which are also excellent are a great help to the teacher; and the case-method technique is widely and successfully used, as one of the principal teaching methods. This is a method that has been used with success in law and medicine for a long time, and it lends itself particularly well to studying many phases of family life education.

We have endeavored in our senior high school classes in family life education, to create a desire on the part of students to be open-minded and eager for materials and methods that will give greater opportunity for finer self-development, for more wholesome living, for greater service, for real happiness, for better success in their present family relationships, and for more abundant satisfaction in establishing their own homes. Dr. Marie S. Pfeiffer, a Family Life Specialist from Ohio, in speaking before a group of educators in Halifax said: "All of us need to remember that education is forever battling three ancient and formidable foes:

Ignorance — the Don't Know, Indifference—the Don't Care, and Thoughtlessness—the Don't Think." She added, "Perhaps if we knew more about the family — its tasks and purposes, its changing patterns, its variety, its problems, its assets and liabilities; perhaps if we learned more about the growth and development of human beings who make up families, we might, be attacking the *Don't Know*, reduce the *Don't Care* and the *Don't Think*." This is the premise under which we are working. We hope by giving the students in family living courses a broad insight into the actual experience of others, by guiding them into the proper

channels of thought and conduct and by showing them that family happiness is the ultimate happiness, to assist them in finding their own solutions to their present problems, and later to the solution of their future problems. A teacher of such a course needs to be one who exhibits such traits as adaptability, flexibility, creativity, energy, and maturity. I suggest to my teachers that in teaching such a course they keep three slogans before them as a guide (1) make it important to the students; (2) make it real and (3) make it work.

I am told that drastic changes are taking place in the home economics curricula right across Canada. I can only speak for Nova Scotia, because I have worked on the first draft of the new proposed courses of study. We have made some major changes, and we hope they are in keeping with the times. Whereas the foods and nutrition, clothing and textiles used to require about 80 per cent of the time allotted to home economics, they will now receive about one-fourth of this. Family life education, management of time, money and energy will receive much more emphasis than in the past. We hope to be able to challenge every student to develop individual excellence. We hope to help students widen their horizons and develop into life-long learners, interested in and capable of acquiring new knowledge and skills.

Home Economics in Higher Education

What are the colleges and universities doing? I can speak more about the trends in the United States rather than in Canada, but frequently they are similar.

In many of the institutions of higher learning, admission requirements have been raised, teaching and research assistants are being used to lighten the load of the college teacher, who in addition to teaching, frequently is engaged in research. Very large classes are being held for the presentation of certain subject matter, followed by small discussion groups and seminars. There is concern for strengthening the subject content of college courses. To speak more specifically of home economics, there is a general recognition that home economics students should have opportunities for a liberal education, but that students majoring in home economics might discover individual aptitudes and abilities which will

assist them in making professional choices if they are permitted to take some home economics subjects in the freshman and sophomore years. The tendency in recent years is to increase the requirements in liberal arts. At Cornell University, where I am presently, 120 credit hours are required for a B.Sc. Degree in Home Economics; only 40 of these are in home economics; 12 are in the humanities; 12 in the natural sciences; 12 in the social sciences; and 44 are elective. It is possible for a home economics student who is planning to teach to elect sufficient education and psychology courses to secure a teaching certification upon graduation. The home economics teacher training program at Cornell is a well developed program, closely supervised by the college staff. After the student finishes her course work in education, she spends six weeks in a community, teaching under a co-operating teacher in a particular school where she is also supervised by one of the professors from the college of home economics education. (It has been my impression that the College takes this as a very serious and important part of its work.)

What are the trends in the foods and nutrition department? Students graduating with a B.Sc. Degree in Home Economics are required to take one course only in foods and nutrition. This is the core course, an introductory course. The laboratory part of course includes a study of basic ingredients and techniques used in food preparation with emphasis on theory. The other courses offered would be required by those majoring in foods and nutrition and they are scientific. In fact, the laboratories in which courses are taught very much resemble science laboratories in appearance.

In regard to clothing and textile courses, no doubt you have heard that all courses which teach skills have been taken out of the college curriculum. This is not entirely true. They have, however, been reduced to a minimum. There is one course only offered by the clothing and textile department at Cornell which is concerned with clothing construction. This is a core course, and the student is required to complete one garment only. All other courses are designed to assist students in developing discrimination in the choice of textiles and apparel, in

increasing creative abilities and acquiring aesthetic appreciation in becoming familiar with the chemical and physical properties and aesthetic qualities of textiles, and in examining the economic significance of the consumption of textiles and clothing in personal, family and community life. Those majoring in this work look forward to positions in the apparel industry, and also take many courses in art and design, in economics, in photography and in journalism.

Adult Education

There is one phase of teaching which I have not yet mentioned. It is "Continuing Education" or "Adult Education." It has been said that this decade will be known to history as the time when education — particularly adult education — came into its heritage. This is where those wonderful courses in food preparation, in clothing construction, in interior decorating will be taught in the future, and received with far more appreciation than in any high school class. We are becoming increasingly aware of the "teachable moment" in the lives of adults, and home economics teachers have much to offer. Research has shown that the ability to learn does not depend on age as much as it does upon native ability, interest, energy, time and the habit of learning. Many universities are offering credit courses in home economics for adults who have been away from studying for years, but who now can find the time to enrol either on a full-time or part-time basis. Many of the graduates from such courses are going into teaching, and with their maturity and freshness of knowledge are highly successful.

What makes for success in teaching? Recent research studies have shown that good teachers rate high in enthusiasm, cultural interests and concern for others. Outstanding teaching is characterized by its generation of interest in the subject and enthusiasm for learning more. Good teaching fosters appreciation of knowledge.

The great teacher communicates knowledge reinforced with sincerity, convictions and awareness. She has a talent for illuminating subject matter with brilliant illustrations. She has the facility of making every encounter with her students an unforgettable experience. She is first and foremost a great human being.

Abstracts of Current Literature

Submitted by College of Home Economics, University of Saskatchewan

Consumer buying habits.

R. L. GALBRAITH. 1965. *American Dyestuff Reporter*, 55: 5: 41-42.

Galbraith presents research findings on the socio-economic, psychological and fabric performance factors affecting clothing consumption.

1. Income

With increases in family income, the total clothing expenditure and the percentage of family income spent on clothing increase although the percentage increase is relatively small. Higher income families have been found to purchase more clothing, to spend more per unit of clothing and to be more discriminating about clothing choices than lower income families.

2. Occupation

The "white collar" group spends two to three per cent more of their total income on clothing than the "blue collar" workers. The former regard clothing as a means of affecting first impressions and are more likely to have feelings of clothing deprivation than the latter group. Wives of manual laborers do not tend to discuss fashion nor are they likely to use clothing as a criterion for the appraisal of others. Furthermore, they are more apt to select children's clothing without consulting the children about their preferences than the "white collar" wives.

3. Education

Clothing expenditures increase progressively as the education of the wage earner increases. College educated women are more fashion conscious, own more clothes and pay more than the high school girl.

4. Age

Older children acquire more new clothing and receive less as gifts than do younger children. The highest clothing expenditure usually comes in the 20-35 age range and then decreases.

5. Place of residence

People living in large metropolitan areas spend more on clothing than those living in small towns. Girls from urban families own more clothes, are more clothes conscious and more self-confident in their taste than girls in rural areas.

6. Race

Studies on the effect of ethnic background and clothing selection reveal that urban negroes

spend more for clothing than do whites at all income levels over \$1,000.

7. Personality

The relationship of color choice and personality has been investigated. Girls preferring deep shades and saturated colors were found more out-going, forward and sociable than those preferring tints. Girls who wished to conform to a cultural ideal, make a good impression and who were highly feminine preferred small printed designs with low figure ground contrasts.

8. Fabric characteristics mentioned as influencing the purchase of a dress were the appearance of weave, color, wrinkle resistance and feel on the skin. Faults leading to dissatisfaction were lack of wrinkle resistance for all cellulosic fibers, lack of shape holding ability and shrink resistance for rayon, warmth and coolness for nylon and feel on skin for wool.

Psychosocial phenomena and building design.

KIYOSHI IZUMI. 1965. *Building Research*, July-August 1965.

Kiyoshi Izumi, a partner in the firm "Izumi, Arnott and Sugiyama" has made a study of the importance of psychosocial considerations in building construction. His article includes illustrations of ambiguous design, visual situations which lead to a feeling of insecurity, the concept of privacy and numerous other psychosocial phenomena as well as the more commonly understood safety and welfare factors. Even these latter considerations may lead to disturbance of individuals if regulations are too rigidly followed. Mr. Izumi is not only a member of the Royal Architectural Institute of Canada and many other professional groups of architects, he is also on the Advisory Committee of the American Schizophrenia Foundation. He has attempted to enter the world of the mentally disturbed person by taking some of the drugs used to study these patients. In his article he tells how, when under the influence of LSD-25, he found a "comfortable" room to be a visually warm room. One who goes to such lengths to understand the needs of his clients may well speak with authority on the psychosocial phenomena as affected by the design of buildings. His article concludes with the statement, "Comfort, distress, elation, and other emotional and intellectual experiences are very personal, and the best designs only result from

the understanding of many related considerations."

Adult learning and the adult learner.

A. HENDRECKSON, 1966. *Adult Learning*, 14: 8: 254.

The author, long associated with the education of adults, reviews research of learning by adults and indicates some difficulties encountered in research in this area. By comparing what is known about learning by children and by adults, he is able to point out both assets and liabilities brought by adults to the learning situation. Based on these, he offers principles for good teaching of adults for the consideration of those unfamiliar with adult education programs.

The ten principles are —

The need for the teacher to take into account:

1. past negative school experiences, remoteness of past schooling, and the self doubts of adults.
2. the relation between a pleasant atmosphere and a satisfying educational experience.
3. the need of the early experience of success by the learner.
4. the loss of speed (not quality) in performance in academic activity in the mature years.

The need for the teacher to recognize:

5. the importance of involvement.
6. the adults themselves as a prime teaching resource.
7. the concreteness and immediacy of adult goals.
8. the key place of motivation.
9. physical and mental fatigue in after-work learners as deterring factors.

The need for the teacher to realize:

10. that teaching experiences offer opportunity for the professional growth of the teacher as well as the learner.

Sanitation—are you neglecting your responsibility?

D. A. RAYMOND, 1965. *Canadian Food Journal* 7 (3) 42-45.

Sanitation should be as much a responsibility of food service operators as any other responsibility within their organization. Many fail to realize that methods of attaining and maintaining high levels of sanitation contribute to the financial success as well as fulfilling the moral obligations of providing safe food.

What can be done to promote an awareness of managements' responsibility in all areas of sanitation within a food service?

- (1) Investigate the possibility of setting up a single sanitation code for all Canada, which would have one set of standards. The code to incorporate sufficient detail or definition so that there is no doubt about what is expected or meant.
- (2) Set up a program of instruction that is practical and which can be learned by all levels of food service workers including management. An interest and desire to learn needs to be created. The fact that the trainees are adults with some previous training must be recognized. The course content should be built upon what the employees need to know.

Special consideration should be given to the way in which the program of instruction is to be carried out. This includes, (a) a series of organized classes with lectures.

(b) the use of visual aids such as films and demonstrations.

(c) the formation of discussion groups of 6-8 people with a self-teaching manual, the success of which depends on the degree of active participation by management and supervisory personnel.

The challenge goes out to food service organizations to offer training to management personnel. With adequate knowledge about sanitation, and a desire to teach it to others, managers and supervisors can set up and carry out their own program of instruction.

Energy expenditure for the disabled homemakers; review of studies.

D. W. GILBERT, 1965. *The American Journal of Occupational Therapy* XIX, 6: 321-328.

Over the past thirty years a good deal of research has been done on the energy expenditure of homemakers engaged in various household tasks. Mrs. Dorothy Gilbert, who is studying for a master's degree in rehabilitation home economics at Colorado State University, has made a thorough search of the literature and in this article summarizes her review of forty-two studies.

While she is chiefly interested in the physically disabled homemaker, most of the research to date has been done on normal subjects and the findings are of general interest. The bibliography provides a very useful reference list for those wishing to review or up-date their knowledge in the field of energy management.

For those interested in the physically handicapped homemaker some interesting findings are brought to light. For example, it was found

that "operating a wheelchair at 1.2 miles per hour required 1.7 times more energy than strolling at the same rate of speed," and "the energy cost of walking for handicapped patients was from 16.8 to 150.8 per cent above the normal." In studying patients who had had poliomyelitis it was felt that the large waste of energy was attributable to "the extensive use of auxiliary muscle groups, working under unfavorable conditions of leverage and performing extra movements for maintenance of the body as a whole."

These disabilities have been categorized as "disability of motor impairment." The other category of disability studied was that of endurance, which includes respiratory and cardiac disorders. By studying a patient's functional capacity in physiological and ergonomic terms it is possible to regulate the rate of rehabilitation by matching the patient's capacity with the demands of the specific job.

Research in this field can serve as a basis for recommending energy-saving methods of performing household tasks, and can assist designers in developing housing facilities and equipment in keeping with the energy expended by homemakers.

GERTRUDE FRASER

(Continued from page 42)

The member who periodically is very active is the first one to harvest benefits — human, professional and social."

Gertrude Fraser enjoys bicycling, reading, cooking and entertaining as hobbies, as well as being an ardent traveler, having made three visits to Central and Southern Europe, six visits to the Caribbean, as well as a trip to Scandinavia and to England. We shall look forward to greeting her at the convention, and to enjoy the program that she has helped to prepare for us.

REV. SISTER ST. GERALD

(Continued from page 42)

holds membership in the Canadian Dietetic Association, the Corporation of Dietitians of Quebec, and the Marionopolis Faculty Association.

Sister St. Gerald, dedicated to her profession, is at present concentrating her efforts on developing the courses of study for her fourth year college students, and she is working also with St. Joseph's Teaching College, Montreal, on plans for a teaching program for her graduates.

Celebration for Dr. Jessie Brodie

On November 23, 1965, Mrs. Shirley Couke Cornfield, president of the Household Science Alumnae Association, presented a photographic portrait of Dr. Jessie Brodie, Head of the Department of Household Science from 1936 to 1952, to the Faculty of Food Sciences. Mrs. Helen Morningstar, a member of Dr. Brodie's initial freshman class of U. of T., paid tribute to Dr. Brodie and unveiled her portrait. Mrs. Morningstar had inscribed her tribute on a large scroll which she presented to Dr. Brodie as a keepsake. The portrait was accepted by the Dean, Dr. Barbara McLaren, on behalf of the Faculty of Food Sciences. This portrait has been hung in the main hall of the Lillian Massey Building along with other pictures of distinguished and influential leaders in our profession. On behalf of the Alumnae Mrs. Cornfield presented a framed copy of the portrait to Dr. Brodie.

MRS. ANDREASSEN

(Continued from page 43)

to the American Home Economics Association, the University Women's Club of Montreal, the Canadian Women's Press Club as well as historical and preservation societies.

Mrs. Andreassen's first husband, Mr. Charles Fawcett, an officer in the Navy, was lost at sea in the Second World War. She married again and she and Mr. Andreassen are renovating and restoring the more than two hundred year old stone house in St. Eustache, Quebec, that they bought some time ago. Mrs. Andreassen is interested also in improving her old family home in Grantville and the three hundred or more acres of land surrounding it.

OOPS — For best results with "Cool Rise" bread let the unbaked loaf stand at room temperature for 10 minutes before baking — don't take it directly from refrigerator to oven as we previously reported in Vol. 16, No. 1, p. 14, March 1966.

(Continued from page 32)

told that this was a difficult type of program to initiate but that it has proven successful. From my observations of the hard physical work performed by rural women, I can readily accept the need for and value of such a program.

3. *Some Rural Community Facilities and Services*

(A) *Facilities*

1. *Community Frozen Food Lockers* —

These may be found in several rural villages. In Bonmigheim, along the Neckar River, an enterprising young farmer had organized his neighbors into a group for the purpose of buying a large old former wine storage cellar and setting up 50 family sized frozen food lockers. I visited the village and found that within a year every locker had been rented. In addition, as certain individuals have prospered, they have bought home freezers for themselves.

This was particularly interesting to observe since, during my previous visit to the Government Research Institute, I had seen a bank of frozen food lockers which had been sent to Germany after the war from the U.S.A. for use in a village. At that time the villagers would not use these lockers and they had been transferred to the Government Research building to be utilized and to prevent deterioration of the expensive equipment.

2. *Community House for Washing Clothes and for Bathing* — I visited one of these establishments, the Gemeinschaftswaschküche mit Badern at the village of Pleidelsheim. The village has about 2,000 inhabitants, over one-third of whom are refugees from East Germany. In 1957, through local financing, a building was equipped with commercial laundry equipment in one section and with three bathtubs and two showers in another section. A resident female "Master of Washing" operates the establishment.

Village people, on appointment, bring their family washing, where it is done in the machines at a relatively low price (e.g. 12 kilograms of laundry for 4.80 D. marks).

The bathing facilities are equally low priced D. marks 0.90 for a full bath and D. marks 0.70 for a shower. I was told that as many as 86 people had used the

bathing facilities in one day. Needless to say, most homes in these agricultural villages do not have bathtubs, showers nor mechanized laundry equipment, hence the need for community facilities such as these.

(B) *Family Assistant Service*

I was able to spend several hours visiting a "Family Assistant" or Dorfhelferin at the village of Laeffingen. The family assistant has a role similar to the Canadian visiting homemaker. However, in Germany, these women must attend the type of school mentioned in this report under Item 2 (B).

My informant, Miss Stahl, is a woman 35 years of age who has been located in the same village for nine years. She serves two villages traveling by bicycle. The outstanding thing about this woman was her devotion to her work, reinforced by strong religious motivation. A sketch of the "Good Samaritan" was the chief object of decoration in her living quarters. I referred to this sketch several times during the interview and was told later by Miss Frankenfild (who interpreted) that this recognition pleased and satisfied the family assistant.

There is a great need for many more of these family assistants in the rural areas but relatively few girls are now willing to enter this field of work. Their pay ranges from a set figure of 220 to 260 D. marks per month plus the free use of a small apartment. This is much less than the salary young girls can earn in the tourist industry which is rapidly expanding in that section of West Germany.

Much of the work of the family assistant involves replacing farm mothers who are in hospital for childbirth for 7-10-day periods.

A local village committee, headed by the priest, decides on the priority of use of the family assistant's services in the community.

4. *Rural Women — Their Homes and Their Role in Agriculture*

(A) *Pattern of Settlement Affecting Home Improvement Efforts*

Difficulties in promoting home management and/or home improvement as a part of a realistic home economics program in West Germany are apparent when one

sees hundreds of crowded agricultural villages. Land fragmentation means that very few families desire or are able to relocate on their property since the land they farm is scattered in small fields over a wide area. There is simply no available land to be used for the location of a farm home. As a result, most rural homes are very small. Family living space is cramped; animals, manure pits and farm machinery compete for available space in these villages.

Only one of the several farm families we visited had been able to build a new and comfortable home outside the village. This home was equipped with running water, electricity, modern furnishings and every conceivable piece of homemaking equipment. However, even in this new location, it was impossible to feel at ease, due to the presence of a large cattle urine collecting tank which was underground but ran the full length of the house directly below the windows of the dining room and the living room.

(B) Role in Agriculture

The North American is surprised to see tractors equipped with a small seat over each front wheel. This is used by women and children when they accompany the husband to the various small fields owned by the family. The effect of the tractor has been to replace the horse, although both horses and oxen were being used as locomotive power in one area about 60 miles south of Stuttgart.

However, in dozens of fields where families were bringing in their second crop of hay, the husband drove the tractor while middle-aged and older women hand-raked the sparse cuttings of hay and pitched it onto the wagon behind the tractor. In a very few cases, out of hundreds during the week, I observed women operating the tractors.

My friend and guide, Miss Regina Frankenfeld, commented that the role of woman had changed very little over the generations and that when mechanization was adopted on farms, the jobs performed by women tended to remain those that were not as yet handled by machines either in the fields nor in the homes.

It is worth noting that these rural women traditionally have worked along with their husbands in farming operations of all kinds.

As more men join the non-farm labor force, many of these women are carrying an increased work load in farming operations as well as continuing with their responsibilities as homemakers.

Conclusion

It would appear to the Canadian observer that the differences between family living conditions in rural and urban areas of West Germany provide a continuing challenge to further home economics programs, particularly those serving the rural population.

It will take much time, patience and persistence, if European women, such as those observed on this study tour, are to reach the companion type of status with their husbands and professional male colleagues which is now increasingly evident in North America and which facilitates efforts at improvements in homes and in family living.

Book Reviews

Nutrition in Action: Martin, Ethel Austin. Second Edition. 1965. Holt, Rinehart and Winston, Toronto. 298 pp. Approx. \$6.60

In the second edition of this exceptionally well-written book, in the words of the author, "the new material is largely that indicated by the 1963 revision of the Recommended Dietary Allowances (U.S.), The purpose and plan remain the same."

In chapters where tables and information are given regarding dietary allowances for the nutrients, changes have been made to conform to these new dietary allowances, with minor changes in text where applicable. In the "References" and "Readings" at the end of each chapter, if a later edition of a text or pamphlet has become available, this substitution has been made, but there have been no additions to the lists.

As stated in the previous review (Canadian Home Economics Journal, March, 1966), although based on American dietary allowances, the Canadian figures can be easily substituted, and the information remain equally effective.

This book still remains a "must" for all persons teaching nutrition at all levels.

Beverley Reichert, M.A., R.P.Dt.

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